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Prominent American scholars are defending themselves against Aleksandr Solzhenitsyn's attacks on their analyses of the Soviet Union. Story on Page 3.

The theories of the Swiss psychologist Jean Piaget, who died this month at 84, are inspiring innovative instructional programs on some college campuses. Story on Page 5.

A trip by Southern University's band to a rally for Republican Presidential candidate Ronald Reagan sparked a brief student protest. Story on Page 2.

Increased cooperation between universities and industry presents some dangers to academic autonomy, but they can be managed, a study concludes. Story on Page 7.

More women are being hired for college faculties, but they still lag behind men in salaries and tenure, a survey finds. Story on Page 8.

The hiring of more minority-group faculty members is a particular priority of Chancellor I. Michael Heyman of the University of California at Berkeley. Story on Page 11.

The Carnegie Commission and its successor, the Carnegie Council, overestimated the willingness of colleges and the federal government to undertake education reforms, says Clark Kerr. Excerpts from his analysis on Page 13.

The costs of renovating campus buildings to provide access to handicapped students have not been as great as colleges once feared. Story on Page 15.

Students and professors at Peruvian universities have gone on strike to protest a lack of government financial support. Story on Page 19.

ALSO IN THIS ISSUE

Books and Magazines	21-23
Bulletin Board	33-55
Calendar	26
Deadlines	28
Deaths	29
Fact-File	8
Gazette	29
Grants	28, 30-32
Ideas	20
International News	19
Letters	24
Marginalia	2
News in Brief	2
Opinion	25
Point of View	56
Science	18
Washington News	15-18

New Confrontations Feared in Poland as Its Universities Reopen Next Week

Reforms won by labor unions must be extended to campuses, teachers and students insist

By Sue Masterman

WARSAW

The government of Poland can expect a new round of confrontations when the country's universities end their summer vacation next week.

Both students and faculty members are ready to make a series of demands following the government's concessions last month to striking workers. The latter won, among other things, the right to strike and to form free trade unions.

In interviews here, students, faculty members, and Roman Catholic intellectuals all stressed that the reforms being made in the trade unions must be made in the universities as well. They said they were willing to risk their chances of promotion, their jobs, and even their lives for such reforms.

The students, supported by faculty members, are expected to demand the right to form a free student union.

The faculty members, with strong student support, plan to demand rights ranging from free and secret elections of university administrators to consultations with students about promotions and greater freedom in choosing the subject matter for lectures.

They are also expected to call for the re-instatement of some prominent dissident academics and for the return to their former rank of professors demoted because of their refusal to toe the party line.

If the demands are not met, the students and faculty members are threatening to occupy the universities, hold sit-ins, and—if necessary—form their own free universities modeled on those that have already been operating underground here.

Activists indicate that the plans for confrontations in the universities this fall have been worked out in detail.

The government would probably have fewer problems dealing with a student or academic rebellion than it had with the striking workers during the summer. There are fewer students than workers, and their activities are more confined. The government would have only to close the universities and occupy the campuses in order to break the threatened strike.

However, few here believe that will happen. Many observers say that if the government should close the universities, the new, free trade unions—formed as a result of the past summer's strikes—would call a general strike. That, in turn, could give Poland's "allies" an excuse to intervene.

The potential for revolt in the universities clearly has the Polish government

Continued on Page 19, Column 2

IRS Ruling Is Seen Threatening Supplies of Many Scholarly and Professional Books

By Ellen K. Coughlin

A relatively obscure Supreme Court decision has led publishers to issue cries of book burning, dire predictions about the fate of specialized scholarly and technical works, and prophecies of the death of culture in America.

"The social consequences of this ruling are clear and clearly undesirable," Leo Albert, chairman of the Association of American Publishers, told the Senate Finance Committee a few weeks ago.

"The ruling will force publishers, especially small publishers, to destroy inventories of slow-selling books. This will reduce the nation's knowledge resources; it will restrict profits to publishers upon which new books must depend; and it will limit royalties payable to authors for their creative efforts.

"It will, in a word, leave creators, the publishing industry, and the country economically and culturally poorer."

Supreme Court Upheld IRS Rule

The villain in this instance is the Supreme Court's decision in *Thor Power Tool Company* v. *Commissioner of Internal Revenue*, handed down in January, 1979. In it, the Justices upheld a ruling by the Internal Revenue Service that warehouse stock could not be depreciated for tax purposes unless the stock were also reduced in price or destroyed.

Last February the I.R.S. issued a clarification of its policy in light of the *Thor* decision. Among other things, it determined that the ruling would apply to publishers and that it would be retroactive to 1979 taxes.

According to some sources, however, the full implication of the I.R.S. policy did not dawn on publishers until a couple of months after that, as their fiscal years began to draw to a close and their books had to be balanced.

Over the summer, the publishers' association began urging Congress to overturn at least the retroactive application of the I.R.S. ruling. A bill to that effect, S 2805, introduced by Sen. Gaylord Nelson, Democrat of Wisconsin, was approved by the Senate Finance Committee and at-

Continued on Page 22, Column 2

12 Colleges Granted Nearly Half of Executives' Graduate Degrees

Eighteen colleges and universities conferred nearly half of the graduate degrees and a fourth of the undergraduate degrees earned by business executives surveyed by Standard & Poor's Corporation.

In all, 55,834 executives listed 498 colleges and universities as their alma maters.

At the bachelor's-degree level, 12 colleges and universities accounted for the degrees held by 13,604 of the executives. At the graduate level, the top 12 institutions granted 11,934 degrees.

Six institutions—Harvard, New York, and Yale Universities and the Universities of Michigan, Pennsylvania, and Wisconsin—were among the top dozen in granting both graduate and undergraduate degrees.

The top 12 in undergraduate degrees:

1. Yale University	1,827
2. Harvard University	1,494
3. City University of New York	1,339
4. Princeton University	1,313
5. New York University	1,250
6. University of Pennsylvania	1,171
7. University of Michigan	1,125
8. University of Illinois	1,072
9. University of Wisconsin	1,017
10. Northwestern University	932
11. Cornell University	904
12. Dartmouth College	882

The top 12 in graduate degrees:

1. Harvard University	3,920
2. New York University	1,365
3. Columbia University	1,210
4. University of Michigan	811
5. University of Pennsylvania	726
6. University of Chicago	696
7. Northwestern University	659
8. Massachusetts Institute of Technology	568
9. Rutgers University	556
10. Stanford University	516
11. University of Wisconsin	479
12. Yale University	428

Many Ex-Presidents of Colleges Found to Prefer Jobs Outside Academe

COLLEGE PARK, MD.

A person who has served as president of a college or university evidently is much more likely to move on to a nonacademic job than to teach or settle into retirement.

Robert F. Carbone, professor of higher and adult education at the University of Maryland, tabulated data on the most recently resigned presidents of more than 1,200 public and private institutions.

In earlier times, former presidents might have returned to teaching, Mr. Carbone said, but that is not the common pattern now.

He found that among the ex-presidents for whom data were reported, only 17 per cent had gone from the president's office to the classroom.

About 16 per cent of those in the study left one presidency to head another institution as president or chancellor.

Thirteen per cent took other jobs in academic administration—sometimes moving from the presidency at a small institution to a vice-presidency at a larger one.

Twenty-seven per cent of the ex-presidents took nonacademic positions—in business and industry, law, government, foundations, higher-education associations and commissions, and consulting organizations.

The Maryland professor said one former president in the study was homesteading in Alaska.

Among former presidents of private colleges—many of them church-related institutions—half of those who moved into nonacademic jobs returned to some form of religious work.

Mr. Carbone's study found that 19 per cent of the ex-presidents had retired and 8 per cent semi-retired with part-time jobs that included teaching, consulting, writing, lecturing, and fund raising.

Nearly three-fourths had left the presidency before the age of 65. Twenty-two per cent were under 50, and 52 per cent were between 52 and 64.

The study found that fewer than 4 per cent of the ex-presidents had served more than 20 years. The most common length of time in the presidency, reported by 41 per cent, was five to nine years. For 28 per cent, the job in the president's office ended in less than five years.

—JACK MAGARRELL

Where Colleges' Ex-Presidents Go

	Private colleges	Public universities	Public 4-year	2-year colleges	Total
Teaching	18%	24%	21%	12%	17%
Another presidency	12%	23%	21%	24%	16%
Acad. administration	13%	0%	16%	12%	13%
Retirement	15%	15%	21%	28%	19%
Semi-retirement	8%	7%	5%	8%	8%
Non-academic	34%	31%	16%	16%	27%

SOURCE: ROBERT F. CARBONE, UNIVERSITY OF MARYLAND

Piaget

Continued from Preceding Page

Reasoning Skills") at Illinois Central College, a public two-year institution. Begun in 1977 with support from the federal Fund for the Improvement of Postsecondary Education, the program has 25 students in three courses—an introduction to social science, physics for non-science majors, and English composition.

▶ COMPAS ("Consortium for Offering and Managing Programs for the Advancement of Skills"), an offshoot of DOORS that is just getting under way this fall at six institutions—Joliet Junior College, Prairie State College, and William Rainey Harper College in Illinois, and the Community College of Allegheny County in Pennsylvania, Seminole Community College in Florida, and Surry Community College in North Carolina.

▶ DORIS ("Development of Reasoning in Science"), a supplementary course developed in 1977 by Francis P. Collea, chairman of the science education department at California State University at Fullerton. Taken so far by some 200 students, both science majors and non-science majors, the course is based on contributions from a physicist, a chemist, a geologist, two mathematicians, two psychologists, and two science educators. A proposal to add similar offerings in the social sciences and the humanities is pending.

▶ SOAR ("Stress on Analytical Reasoning") at Xavier University of Louisiana. The program is offered to beginning science students for six weeks in the summer before their freshman year. Director J. W. Carmichael, Jr., a chemistry professor, says it gives students a better chance to succeed in introductory math and science courses. Tentative research data suggest a sizable reduction in science attrition rates, he says.

▶ STAR ("Steps to Abstract Reasoning") at Colorado's Metropolitan State College. This interdisciplinary sequence for the freshman year was started in 1977 by members of eight departments—economics, English, geology, math, philosophy, physics, psychology, and reading. C. Rodney Killian, who coordinated the program last year, says 82 per cent of the first group of STAR students completed two semesters, compared with 67 per cent of the students in a control group. Organizational changes left STAR without official status this year, but the college expects to reinstitute a coordinated program next fall.

Further information about the various programs, as well as the theories behind them, is contained in a new 175-page book, *Piagetian Programs in Higher Education*, edited by Mr. Fuller of Nebraska. The book, which costs $6 for one copy and $5 each for five or more, is available from ADAPT, 213 Ferguson Hall, University of Nebraska, Lincoln, Neb. 68588.

Why Arizona State University decided not to upgrade their mainframe to meet computer demands.

Distributed Processing with Digital. The right system for the job. Every job.

As user demands grow, it can be tempting to get a headstart on future demand by upgrading an existing batch-oriented mainframe. But it's not always the smartest strategy.

For example Arizona State University had been using a mainframe exclusively—both for academic timesharing and for more complex research. So when timesharing demands skyrocketed, their inclination was to upgrade their mainframe.

Instead, they chose a different approach. Distributed processing. A strategy that allows them to solve individual needs and problems with individualized systems. Rather than one single upgrade, they added three dedicated, interactive PDP-11/70 computers. One each for their colleges of Engineering, Business and Liberal Arts. This distributed approach was a much more functional solution to their problems. Not only did it allow them to tailor each unit to its specific application, it gave them flexibility for the future. Now they can add and reassign computers effectively and cost efficiently.

Distributed Processing with Digital means not wasting your mainframe.

"We don't use the PDP-11/70 systems for all our academic applications," explains Darel Eschbach, Director, Computer Center. "But we use them for the very large number of smaller timesharing jobs needed by the various departments on campus. Most undergraduate timesharing is now on Digital's systems. The mainframe computer we now reserve for higher level computing for batch-oriented applications. Thus we've been able to realize an increased effectiveness in the use of all our computer facilities."

James Hershauer, Professor of Quantitive Systems in the Business College likes the interactive capabilities his PDP-11/70 provides. "I estimate that nearly one-third of the students in programming courses have never done anything on a computer. That's why the PDP-11/70 is so valuable. Here are students sitting down to program for the first time in their lives. Perhaps they'll make 10 passes before they have a successful program. It helps them to have the immediate response of the timesharing system."

Distributed Processing with Digital means more availability.

Max Ivey, Director of Academic Computing Services, sees the PDP-11/70 systems solving future demands too. "We do see some probable areas of growing use as in research and statistical applications. Availability is what makes these systems so appropriate for academic use. They're perfectly suited to do the type of work that students do," he concluded.

So when Arizona State opted for distributed

NOTE

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HAVE BEEN FILMED

p. 1, 6, 8, 14.